Mental Ability—1925.

PUTS INSANITY RATE OF NEGROES HIGHER

State Hospital Statistician Issues Report on Causes of Its Exceeding That of Whites.

ALBANY, Dec. 28 (AP).—Mental disease, or insanity, is more prevalent among negroes than whites in the United States, according to a study of unpublished data made public today by Dr. Horatio M. Pollock, director of the Statistical Bureau of the State Hospital Commission.

The study, which is said to be unique in institutional history, deals with data from the special census of institutions for mental diseases taken by the Federal Census Bureau on June 1, 1923, and from the statistical records of the State Commission.

Factors contributing to the higher rate of mental disease among negroes are listed by Dr. Pollock as follows:

The negro race may be less stable than the white race.

Because negroes live what is termed a "marginal existence," it is probable that when mental disease occurs, admission to an institution, if one is available, is resorted to more frequently than in the case of whites.

The negroes in the North especially are city dwellers and are subjected to the stresses of city life, which many of them are unable to withstand.

The climate of the North brings an added stress to the negro race which originally developed in warmer regions.

Resident negro patients in hospitals numbered 20,084, or 7.6 per cent. of the total resident patients, Dr. Pollock found. White patients numbered 244,968, or 92.2 per cent. of the total. The rate of negro resident patients is greater than that of white patients in thirty-seven of the forty-seven States for which data are given.

The rate of resident white patients exceeds the rate of resident negro patients only in the Southern sections of the country in which institutions for the care of negro patients are inadequate. From this Dr. Pollock concludes that it seems more probable that were equal institutional care afforded to patients of the two races, the rate of negro resident patients would everywhere exceed that of white resident patients.

He found that the rate of resident negro patients was much higher in the Northern geographic divisions than in the Southern.

It is noted that the general recovery rate in 1922 was higher among negro patients than among white patients, although the improvement rate among whites was the higher.

The general death rate in 1922 was much higher among negro patients than among white patients. The rates for males were higher than those for females in both races.

Death rates in most of the psychotic groups in 1922 were higher among negro patients than among white patients.

FIND COLORE DCHILDREN INTELLIGENT AS WHITE IN LOS ANGELES SCHOOLS

(N. A. A. C. P. Press Service)

A report received from Los Angeles, California, by the National Association for the Advancement of Colored People, 69 Fifth Avenue, New York, states that tests made upon public school children of Los Angeles show colored children to be as intelligent as the whites.

The tests were given to 500 Negro elementary school children during the year 1922-23 and the report says "the group is probably representative of the Negro elementary school population of Los Angeles."

The findings are summarized as follows:

"1. Intelligence level.—The median intelligence quotients and the distribution of intelligence over the various classificatory groups indicated that there is no significant difference shown in the intelligence level of the Negro children and that of children in the fifteen schools taken as a whole."

"Edocational accomplishment.—The average accomplishment and range o accomplishment for Negro children is practically the same as for the total population of the fifteen schools."

"3. Reading comprehension—The average ability for all Negro children tested was 0.203 of a grade be the normal, while that of pupils in forty elementary schools was 0.016 of a grade below norm. This is not significant variation.

"4. Arithmetic ability.—The average ability for all Negro children examined was 0.103 of a grade above norm, while that for pupils in forty elementary schools was 0.38 of a grade above norm. The difference represents a little less than three months school work.

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"5. Spelling ability.—The average ability for all Negro children tested was 0.973 of a grade below the norm., while that for pupils in forty elementary schools was 0.79 of a grade below norm. Although the Negro children are nearly a whole grade retarded in spelling ability, the situation is not materially different for the total school population."

The report is made by William W Clark of Los Angeles for the city school system.

TRENTON N. J. TIMES
APRIL 18, 1925

COLORED GIRL WINS.

That mental capacity knows no race or creed or external condition is shown by the fact that Hazel Sayles, a fifth-grade colored girl at Allentown, is the Monmouth County champion in the Trenton Times Spelling contests. Little Miss Sayles stuck to her work with a determination to win and the result is her victory over all contenders. Hard work and ambition will spell success for anyone, whether it be in spelling bees or life's sterner combats.

Scientists Study African Psychology

(Enterprise-Blade News Service)

Washington, D. C.—Following an extended trip through the southern sections of the United States, during which intensive research was made into the psychology of southern Negroes, Dr. Hans Wang, a Swiss Psychologist, accompanied by a number of American scientists, will leave immediately for Africa, where the psychological studies of the mental motivations and reactions of native Africans, as progenitors of American Negroes, will be continued upon an elaborate scale.

Gives Unique Intelligence Test

George Washington University Examines Students on Social Problems.

Special Dispatch to THE SUN.

The Sun Bureau,
Washington, Oct. 5.

A new intelligence test to determine the social abilities of students so that they may be guided toward the studies most useful to their probable future work is being given all entrants to George Washington University here.

The test follows the recent experiments made of the effect of loss of sleep upon the human mind and the human body.

When the results are tabulated the University will know how many of the students are "good mixers," how many adept at fathoming individuals and social situations and how many should make good in positions requiring tact and judgment in meeting the public.

The tests, which cover two phases of intelligence—abstract and social—were developed by Dr. Fred A. Moss, associate professor of psychology at the University. They comprise several hundred questions embracing every conceivable social problem and condition, in addition to tests of memory, quick perception, etc.

Novel Social Test.

Dr. Moss points out that the social intelligence test is entirely novel. Its purpose is to size up a student according to his natural social abilities while he is yet at the university so that he may adjust his studies to correspond with his innate possibilities. Dr. Moss explains that many students who rank high in the customary intelligence tests covering abstract ideas and mechanical ingenuity often do not succeed in the work they set out to do in later life.

The first test to which young men and women are put was designed to determine how well they could remember names and faces. Portraits of ten men with their names were thrown on a screen and the students were given a reasonable time in which to familiarize themselves with the faces and names. Then portraits of a score of men including the ten originally given were shown in scrambled order and the students were required to pick out the ten faces originally shown and designate the correct names.

One of the Problems.

Next their ability to comprehend certain social situations was tested. The problem was:

"A Harvard graduate is holding a position as caretaker of a small playground. Check the one of the following answers you would expect most accurately to correspond with the character of the man. He is—a drunkard or drug addict; unusually fond of children; unable to adjust to a position of responsibility; a moron."

To test recognition of mental states from photos a number of likenesses of famous actors registering all varieties of emotion or apathy were shown and students asked to describe the emotion displayed. Theodore Roberts, for example, was shown registering one of his characteristic closeups in the role of exasperated father or something of the kind and the freshmen had to tell in one word the state of his emotion such as "exasperation," "anger," "aggravation," "benevolence," etc.

Other phases tested knowledge of a wide variety of everyday conditions from art, science and literature to politics and sports.

The Abstract Test.

The "abstract" tests, differing greatly from the social test, covered "information, relations, meaning, synonyms, antonyms, reasoning and interpretation." They were similar to the O'Rourke tests, used in the army, Dr. Moss said.

To test the students' sense of reasoning, for instance, a problem such as the following was presented:

"Eighty per cent. of the seniors will graduate without honor. If there are thirty honor seniors how many seniors are there?"

A typical problem under the head of "interpretation" follows:

"Who fills his mind with matters small, for great things has no room at all. Check which of the following words describes such a man: (1) Prejudice, (2) idleness, (3) triviality, (4) ambition, (5) indifference."

Dr. Moss indicated that the new social test will be used in industry and vocations in which ability to deal with people in their work is requisite.

SCHOOL TEST SHOWS EQUAL BRAIN POWER

Find Our Children on Par With Whites

Los Angeles, Cal., March 13.—A report received from Los Angeles, Cal., by the National Association for the Advancement of Colored People, 69 Fifth Ave., New York, states that tests made upon public school children of Los Angeles show our children to be as intelligent as the whites.

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The findings are summarized as follows:

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"2. Edueational accomplishment—The average accomplishment and range of accomplishment for Negro children is practically the same as for the total population of the 15 schools.

"3. Reading comprehension—The average ability for all Negro children tested was 0.203 of a grade below the norm, while that of pupils in 40 elementary schools was 0.016 of a grade below norm. This is not a significant variation.

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The report is made by Willis W. Clark of Los Angeles for the city school system.